

READING LEVEL 1									
1.03	Identifies personally relevant information and ideas from texts on highly familiar topics								
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY	SUPPORT KEY					
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising	P – Prompting A – Advice I - Independent					
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. P/A or I					
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION					
Purpose	– Identifies personally relevant reasons for reading								
Complexity	– Understands a limited range of short, highly explicit and culturally accessible texts, some of which may be ICT based, e.g. SMS texts								
	– Understands texts with clear consistent formats that are written in simple sentences								
Prediction and prior knowledge	– Makes some predictions about content on the basis of the title and illustrations								
	– With assistance, makes some connections between prior knowledge and text content on a subject relevant to needs and interest								
Critical reading and text analysis	– Recognises some simple ways in which visual features like layout are used to send a message and how this may influence interpretation, e.g. the placement of a photo or heading in a newspaper								

READING LEVEL 1														
1.04	Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts													
SUPPORT	CONTEXT	TEXT COMPLEXITY		TASK COMPLEXITY		SUPPORT KEY								
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary		Concrete tasks of 1 or 2 steps Processes include locating, recognising		P – Prompting A – Advice I - Independent								
DOMAIN OF COMMUNICATION:						SUPPORT REQUIRED per TASK i.e. P/A or I								
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:					EACH SESSION								
Text navigation	– Locates one or two pieces of information from a simple text													
	– Identifies information in a simple diagram, table, map or plan													
Comprehension strategies	– Uses simple processes to make links between two or more pieces of information, e.g. matching or grouping													
Decoding and fluency	– May read word by word													
	– Uses a limited range of decoding strategies for unfamiliar words, e.g. sounding out letters and syllables													
Syntax and language patterns	– Begins to use surrounding words in a simple sentence to help identify an unknown word, e.g. recognises the need for a verb													
	– Uses knowledge of familiar phrases to predict the next word, e.g. Once upon a ...													
	– Recognises some basic punctuation and understands its use in meaning-making, e.g. a full stop													
Vocabulary	– Recognises a number of high frequency words/basic sight words and common phrases, e.g. down, would, have, little, come, when													
	– Recognises common signs and symbols													
	– Uses simple strategies to assist with word identification and extend vocabulary, e.g. a pictorial or bilingual dictionary, or a personal word list													

READING LEVEL 2										
2.03	Identifies and interprets relevant information and ideas from texts on familiar topics									
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY	SUPPORT KEY						
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing	R - Requested I – Independent						
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. R or I						
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION						
Purpose	<ul style="list-style-type: none"> Identifies texts in the immediate environment that are relevant to own needs and interests Recognises that some texts are more appropriate for a purpose than others With assistance, identifies one or two questions that reading a text may answer 									
Complexity	<ul style="list-style-type: none"> Understands the main ideas in at least two types of short, unambiguous texts, including simple non-linear web based texts Understands texts incorporating sentences of one or two clauses linked by simple cohesive devices such as and, but, then Comprehends texts incorporating adjectives, pronouns and prepositions 									
Prediction and prior knowledge	<ul style="list-style-type: none"> Makes content predictions on the basis of prior knowledge of the subject and emerging understanding of text structures, e.g. layout and headings Identifies connections between prior knowledge and some information and ideas in a text on a familiar subject 									
Critical reading and text analysis	<ul style="list-style-type: none"> Compares and contrasts information within short, unambiguous texts Interprets ideas and information in a prose text appropriate to the level, e.g. a narrative or a newspaper articles Recognises the difference between formal and informal registers in simple familiar texts Understands that the meaning of some familiar words and phrases may change in different contexts Shows some awareness of how a text may reflect the author's position and begins to recognise bias, e.g. in a how to vote card published by a political party 									

READING LEVEL 2									
2.04	Uses a number of reading strategies to identify and interpret relevant information within familiar text types								
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY	SUPPORT KEY					
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing	R - Requested I – Independent					
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. R or I					
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION					
Text navigation	<ul style="list-style-type: none"> Recognises that texts have different structures and identifies some distinguishing features of those with personal relevance, e.g. the sequential nature of instructions Recognises some features of diagrammatic texts, e.g. grid references, dot points or arrows Begins to skim and scan familiar texts, using pictures and graphics to help locate specific information Begins to use hyperlinks in online texts 								
Comprehension strategies	<ul style="list-style-type: none"> Applies a small set of strategies to aid comprehension, e.g. identifies some key words, chunks information and searches surrounding text, re-reads or slows down when meaning is lost 								
Decoding and fluency	<ul style="list-style-type: none"> Uses a small set of decoding strategies to identify unknown words, e.g. phonic and visual letter patterns, knowledge of everyday word families, prefixes, suffixes or common stems 								
Syntax and language patterns	<ul style="list-style-type: none"> Uses understanding of simple sentence structure and word function to predict the meaning of some unknown words and phrases in familiar contexts Recognises the function of most common punctuation marks, e.g. a comma is used to divide two parts of a sentence or quotation marks signal someone's words being presented as if spoken 								
Vocabulary	<ul style="list-style-type: none"> Has an expanding bank of words associated with personally relevant contexts, incorporating some compound words, abbreviations and acronyms Is aware that words can have more than one meaning and recognises some everyday examples Uses a dictionary or online resource to check word meanings 								

READING LEVEL 3

3.03	Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types			
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY	
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involve a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting	I – Independent U – Uses own support resources
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. I & U
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION
Purpose	<ul style="list-style-type: none"> Identifies some explicit <i>who/what/when/why/how</i> questions to be answered by reading fiction or non-fiction texts Begins to reflect on the usefulness of a selected text for the purpose 			
Complexity	<ul style="list-style-type: none"> Understands familiar texts of limited complexity that may incorporate graphs, tables and charts Understands texts requiring integration of a number of ideas and pieces of information and some inference Identifies the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and use of the passive voice Understands texts on familiar subjects that incorporate some abstract language and use of the passive voice 			
Prediction and prior knowledge	<ul style="list-style-type: none"> Draws on prior knowledge of familiar topics and text structures to read ahead Integrates new ideas and information with existing understanding 			
Critical reading and text analysis	<ul style="list-style-type: none"> Identifies the purpose and intended audiences of a range of familiar, and some unfamiliar, text types Separates fact from opinion Recognises that words and grammatical choices may carry particular shades of meaning in different contexts Recognises that authors select structure, tone and language to achieve specific purposes Interprets and extrapolates information from texts containing graphs and diagrams Understands why it may be important to identify who has created a text and begins to consider the validity of the source Identifies some implicit meanings and draws simple inference, e.g. infers an author's stance from a cartoon used to illustrate a text 			

READING LEVEL 2									
3.04	Selects and applies a range of reading strategies as appropriate to purpose and text type								
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY	SUPPORT KEY					
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involve a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting	I – Independent U – Uses own support resources					
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. I & U					
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION					
Text navigation	– Recognises the structures and distinguishing features of a range of familiar text types								
	– Begins to use knowledge of text structures and features (e.g. headings, paragraphing or punctuation) as an aid to skimming and scanning								
Comprehension strategies	– Uses a range of strategies to facilitate comprehension, e.g. creates a mental image, reads ahead or underlines topic sentences								
	– Self monitors reading for sense and accuracy and selects from a range of strategies to aid comprehension when meaning is lost, e.g. self corrects or reads aloud								
	– Uses explicit strategies to make connections between information and ideas while reading, e.g. margin notes or simple diagrams								
Decoding and fluency	– Reads familiar texts fluently, automatically recognising most everyday words and some specialised vocabulary								
	– Recognises when unknown words are essential to meaning and uses a range of decoding strategies to identify them, e.g. syllabification, spelling patterns or analogy								
Syntax and language patterns	– Predicts the meaning of unknown words by considering surrounding words, phrases and sentences and cross-checks that this makes syntactic and semantic sense								
	– Recognises introductory phrases which indicate that an opinion or a fact is being offered								
	– Identifies some signalling devices, including those that refer to words or phrases in previous clauses or sentences, e.g. <i>although, when, if, while, the second point is</i>								
	– Recognises that punctuation is used to clarify meaning and reduce ambiguity								

Vocabulary	- Recognises and comprehends common idioms, slang, acronyms and some specialised terminology and dialect in routine texts									
	- Understands that some words and phrases have figurative meanings									
	- Routinely uses dictionaries and other references to determine the meaning of unknown words									